

2023-24 Annual School Development Report

Acreman Elementary



Acreman Elementary Mission:
Acreman Elementary Vision:

*To ensure learning for all in a safe, healthy learning environment.
Always Choosing Excellence*

Strategic Issue:

Develop independent and strategic learners by increasing student engagement.
(Determinants: Optimal Learning Environments and Instructional Practice)

How did you know this was a Strategic Issue? What evidence did you have?

Evidence used to identify the strategic issue includes:

- Staff Observations
- Anecdotal Records
- Report Card Data
- School Climate Study (Student Survey Outcome 3.1): “The Education system is responsive to students’ strengths and needs.” (*Student Engagement*)

Year-end Summary of Progress. What evidence do you have to support this progress?

Early in the school year school staff participated in a meaningful professional learning session entitled “Universal Instruction” (**Action #8**) which was facilitated by school district program specialists. Further staff learning throughout the year centered around teachers getting to know and understand their students as learners and reflecting on the types of learning experiences that we routinely provide to students. The following actions were undertaken;

- a school team identified or developed a series of various age appropriate Interest and Learning Style Inventory Polls which were administered to all students throughout the year. (**Action # 2**).
- a school team led staff in a review of “Bloom's Taxonomy” (**Action # 4**) with the aim of encouraging teacher reflection around learning experiences that merely prompt student recall versus those that invite analyzing, synthesizing and application of knowledge in authentic contexts.

There was, ultimately, a focus on increasing the amount of project based, authentic learning (**Action #3**) in which students participated. The following new or “improved” projects at our school were seen as meeting that goal;

- Classes Working Together with a Book Publishing Company to Publish and Release Class Books
- Creation of Christmas ornaments for the Youth Center,
- “Tomatosphere” Science Project
- Lions Club Speak Off.
- “Malala’s Magic Pencil” Project with Authentic Social Emotional Learning (SEL) references
- Trackfest and Harvest Run

Increasingly staff aimed to give students greater choice as to how they represented their learning (**Action # 5**). This was represented through class centers, tickets, menus, foldables, choice of topics for creative writing projects or students simply having the ability to choose digital versus non-digital means for demonstrating their knowledge. Anecdotally there is a strong sense from our teachers of increased student enthusiasm and excitement for learning when there was student choice. A “Wow Work” bulletin board located prominently near the main entrance of the school was maintained where new student work was documented monthly. (**Action # 7**)

An examination then of this year’s School Development Survey results suggests that the measures noted above have been successful. Certainly, we note that a higher percentage of students reported positively in the “School Engagement” indicator then in the 2022-23 year. We do however, on average, remain just marginally below schools similar to us in size on this indicator but still well above the provincial average, on the whole. Furthermore, we continue to be near or above similar schools on the “Learning Strategies” and “School Belonging” indicators- indicators we feel are closely linked to student engagement. With the enthusiasm being observed anecdotally by staff we feel confident in the direction taken.

Next Steps...

It is our expectation that school staff will continue to explore options for instructional practice that allow students to have more voice and choice in their learning. Student engagement starts and ends with a learning experiences that are challenging, meaningful, authentic and student-driven. This we feel is critical in the digital, AI age in which we know students will live, work and play going forward.

Teachers, through ongoing collaboration with their peers, will continue to support student learning opportunities that are enhanced by flexible grouping practices.

There is, undoubtedly, room for further growth in our school’s assessment practices, particularly around student self-assessment, peer assessment and the use of student-created rubrics. Assessment must drive learning as part of the assessment cycle and not simply end with summative assessment.

It is, of course, our intention to continue to pursue opportunities with local businesses and community groups that help us provide the authentic learning opportunities we so desire. Acreman must strive to increase its connectedness to the community both locally and beyond.

We wish to thank students, staff, families and community partners for your support of this year’s school development effort. Thank-you for your ongoing commitment to *always choosing excellence!*

